Chapter seven of *Multiple Intelligences* focuses on using the MI theory to create a classroom setup that stimulates good cognitive learning for any intelligence. The main tactic this chapter talked about was the practice of creating “centers” that catered to various intelligences with activities that do not openly feel like work, but still allow for constructive learning. The chapter also talks about organizing the classroom in a positive way. This can vary from adding colorful and amusing posters on the wall, to having classes outside, to moving around the classroom as you talk and engage the students, to having a class pet. These are all practices I would love to incorporate, especially the idea of a class pet. I find it helps to build a sense of community and can become a great subject to build lessons around.

Chapter nine focused of the full integration of the MI theory into an actual school, and not just in certain classrooms where the teachers have chosen to include it. The fact that students will show up everyday to class, regardless of their enthusiasm, are owed an education that can engage them and is richly developing their intelligences. Howard Gardner talks about examples of these MI schools and the diverse curriculum that they offer that consists of part of the day in an MI inclusive classroom, and then spending the other half of the day in a social learning environment such as a museum or apprenticeship. The kind of school Gardner describes sounds like a wonderful place to teach, but I also feel like it is a very idealized place. To have a school like this in Maine, I feel would be viewed more as an alternative school, and would be considered inferior to traditional schools. For MI schools to really be considered legitimate schools in the eyes of the public, the idea of schools really needs to be revolutionized and expanded upon.

Chapter thirteen focuses specifically on the use of MI theory in including computer technology, cultural diversity, and career counseling for students. These three topics are just example of the wide array of subjects in which MI theory can be utilized. Using computers in education appeals to the modern tech culture, however, not everyone connects to computers the same way. Providing a wide array of software and programs for students to use and explore can help exercise their various intelligences. Cultural diversity is an every growing issue in schools, because teachers want to connect to everyone. MI theory can help to be culturally inclusive in a classroom, but caution needs to be taken that stereotypes are not confused for playing into intelligences. The third topic, career counseling, talks about exposing children to a wide array of careers and career areas at an early age so as to jumpstart thought about what they might want to be when they grow up. I know that I would want to encourage this kind of long-term thinking for my students, because I know it really would have helped me. All of a sudden I had to make all these choices about colleges and careers, when no one had really aggressively approached the subject until my junior year of high school.

Chapter fourteen focused on theory within MI about the prospect of a ninth intelligence, referred to as the existentialism intelligence. This is by no means a religious or spiritual intelligence, but it does focus on the idea of thinking beyond ones own self and immediate situation. One could call it “deep thinking” because it refers to someone who isn’t afraid to contemplate the big questions of human existence or the future of society. In many ways, this intelligence can be extended to almost any of the other eight intelligences. As an English teacher, I would be encouraging my students to think beyond what they are seeing on the page. How does this truly impact the characters view on life, their view on society? I would love to be able to integrate this into my classroom, because it is the big questions that often garner the greatest conversations. Mainly because there often is no right answer, every speculation has it’s odds at being a “correct” theory.